Course Overview

Health care marketing is the promotion of an organization’s products or services to increase its value, making it an integral part of the management of all health care organizations. The health care system poses a variety of marketing challenges for managers due to the services and products it provides, and its unique competitive, regulatory and ethical environment. In this course we will learn the fundamentals of marketing as they are applied across a broad spectrum of health care organizations to address these challenges. We will investigate the role that marketing plays in the strategic management of health care organizations, and identify and address marketing opportunities and problems using a variety of tools and strategies. The goal of the course is to provide students with a strong foundation of marketing principals and tools and techniques to develop a marketing plan for any health care organization.

Learning Objectives and HPM Competencies
1. To understand and describe the principles of marketing and their application in health and health care
   - Analytical Thinking
   - Information Seeking

2. To understand the strategic role of marketing in organizations
   - Strategic Orientation
   - Analytical Thinking

3. To apply marketing approaches, tools and techniques in analyzing and solving marketing issues
   - Analytical Thinking
   - Innovative Thinking

4. To understand the differences and similarities of marketing approaches and tools and their application in private and public health settings, including the use of social marketing
   - Analytical Thinking
   - Community and Public Health Orientation

5. Explore and analyze current and future marketing issues and trends related to health and health care
   - Analytical Thinking
   - Information Seeking

6. Develop a marketing plan for an organization
   - Analytical Thinking
   - Information Seeking
   - Innovative Thinking
   - Initiative

7. To Effectively communicate marketing related concepts and strategy
   - Professionalism
   - Communication Skills

8. To work and communicate effectively within a group in order to analyze and solve marketing related issues
   - Team Dynamics
   - Analytical Thinking

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**Resources**

**Textbook**

**Requirements**

Over the course of the semester, students will complete several assignments through which they will become familiar with marketing and gain experience analyzing marketing-related issues and designing a marketing plan.
You will be expected to complete the following course requirements:
1) Marketing Briefs and Class Presentations
2) Marketing Plan (Written and Presentation)

**Marketing Brief and Class Presentations**
Students will select a piece of health care marketing/promotional material from any source and write a brief analysis summarizing key marketing principles, objectives and techniques described in the readings and in class. The brief should be no longer than two pages, single-spaced, 11 font and should cover the topics described for each in class.

You will write three briefs during the course of the semester. On the due date of the brief, you will also share a power point presentation in which you will present the marketing piece/promotion and discuss the findings in your marketing brief. Presentations should be no longer than 20 minutes, including the illustration/viewing of the marketing/promotional piece. A short discussion will follow each presentation. Your presentations will be spaced throughout the semester. Please see the syllabus for due dates.

**Marketing Plan**
One of the goals of the course is to have you prepare a comprehensive marketing plan. This will give you experience applying the course concepts. The marketing plan is a document which outlines your marketing approach for a particular service or product. You may choose your own product or service for the marketing plan. These may be related to an organization in which you work, a project you are working on, or a product or service in which you have an interest. You will need to have chosen your product/service by the fourth class (September 23, 2013) and submit a short written topic summary (10-15 lines max). I will be happy to discuss potential topics with you after class or during office hours.

The marketing plan should consist of the following sections:

1. Table of Contents
2. Executive Summary
3. Company Profile
4. Environmental Analysis
   a. Industry Overview
   b. Service Overview
5. Proposed Research Plan
6. Target Market
7. Competitive Analysis
8. Promotional Strategy
9. Distribution Plan
10. Plan for Performance Measurement
11. Appendix

More detail will be given in class and can be found in the textbook (Appendix A, page 451).
Marketing plans are due November 25th. Additionally, students will present their marketing plans on either November 25th or December 9th. The PowerPoint presentation should cover all the sections of the written marketing plan that have been covered in class up to that point. The presentation should be no longer than 20 minutes. Students in the audience will be divided into groups which will provide feedback to the presenter.

**Evaluation Method**

*Grade Components*

Your final grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
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<tr>
<td>Marketing Briefs &amp; Presentations (3)</td>
<td>30%</td>
</tr>
<tr>
<td>Marketing Plan – Written &amp; Presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Grading Scale**

- **H**: Completion of course with a total score of 90% or greater
- **P**: Completion of course with a total score of 80% -89.9%
- **L**: Completion of course with a total score of 70% -79.9%
- **F**: Students who achieve less than 70% in their course work will receive an F grade.

Students who do not submit more than 50% of the course deliverables will receive an F, unless they withdraw from the course before the withdrawal period ends. Please read your program policies for grading and withdrawal policies or speak to your program registrar and be aware of the withdrawal periods.

Each semester a small number of advanced undergraduate students are required or permitted to take this course. For these students final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Grade</th>
<th>Score Range</th>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 or above</td>
<td>A-</td>
<td>90 to 93.9</td>
<td>B+</td>
<td>87 to 89.9</td>
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<tr>
<td>A-</td>
<td>90 to 93.9</td>
<td>B</td>
<td>83 to 86.9</td>
<td>B</td>
<td>80 to 82.9</td>
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<tr>
<td>B+</td>
<td>87 to 89.9</td>
<td>B-</td>
<td>80 to 82.9</td>
<td>C+</td>
<td>77 to 79.9</td>
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<tr>
<td>B</td>
<td>83 to 86.9</td>
<td>C</td>
<td>Below 60</td>
<td>C</td>
<td>73 to 76.9</td>
</tr>
<tr>
<td>B-</td>
<td>80 to 82.9</td>
<td>C-</td>
<td>70 to 72.9</td>
<td>D</td>
<td>67 to 69.9</td>
</tr>
<tr>
<td>C</td>
<td>77 to 79.9</td>
<td>D+</td>
<td>67 to 69.9</td>
<td>D</td>
<td>63 to 66.9</td>
</tr>
<tr>
<td>C-</td>
<td>70 to 72.9</td>
<td>D</td>
<td>63 to 66.9</td>
<td>D-</td>
<td>60 to 62.9</td>
</tr>
<tr>
<td>C</td>
<td>Below 60</td>
<td>F</td>
<td>60 to 62.9</td>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

*Evaluation Criteria*

HPM 435
Fall 2013

Dr. Stevens
UNC-Chapel Hill
• Logical, appropriate, evidence-based conclusions, analyses, and recommendations in the assignments.
• Effective, appropriate application of course materials and other resources.
• Effectiveness of individual presentations.
• Clearly written marketing briefs and marketing plan.
• Effective and appropriate analyses and recommendations in the marketing plan presentation.
• Ability to work effectively with group members.
• Students are expected to come to class prepared to participate in discussions. The lectures are designed to encourage discussion and interaction. The quality (not quantity) of a student’s contribution to the discussions and in-class activities will be considered in evaluations.

Course Policies and Procedures

Procedure for Appealing a Score on an Assignment
If you feel you have received an incorrect score on an assignment, you are welcome to submit a formal appeal to the instructor. Your appeal must be sent in writing (e-mail) and include the following information:

• Clearly describe the assignment/question you are appealing
• Include your response to the assignment/question
• Include any feedback provided by the instructor on the assignment/question
• Describe why you believe your response deserves more credit

Late Work Policy
In general, assignments will not be accepted after the posted due date. Extensions will only be granted due to extreme circumstances.

Writing
This class is writing-intensive and writing quality is important. Strong written communication skills are critical in both academia and the workplace. Your responses to assignments must be well-organized, clear, concise and free from grammatical errors. Graders may deduct 5% from the total for poorly written assignments. Students who have questions about their writing, or who want to improve their writing are encouraged to contact the Writing Center (http://writingcenter.unc.edu/) which has many excellent resources to help you with your writing.

Cell Phones and Laptops
Turn off cell phones in class and during exams. Laptops may be used in class only for taking notes and for looking up information relevant to the topic being discussed.

**UNC Honor Code**

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read “The Instrument of Student Judicial Governance” ([http://instrument.unc.edu](http://instrument.unc.edu)).

**Recognizing, Valuing, and Encouraging Diversity**

The importance of diversity is recognized in the mission statement of HPM. In the classroom, diversity *strengthens* the products, *enriches* the learning, and *broadens* the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.
Course Evaluation

HPM participates in the UNC-CH’s online course evaluation system, enabled at the end of each semester by DigitalMeasures. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.

Deliverable Schedule

<table>
<thead>
<tr>
<th>Lesson Date</th>
<th>Deliverables</th>
<th>Time Due</th>
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</thead>
<tbody>
<tr>
<td>August 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 2</td>
<td>Monday</td>
<td>Labor Day – No Class</td>
</tr>
<tr>
<td>September 9</td>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>September 16</td>
<td>Monday</td>
<td>Group 1 - Brief and Class Presentation 1 due Beginning of Class</td>
</tr>
<tr>
<td>September 23</td>
<td>Monday</td>
<td>Group 2 - Brief and Class Presentation 1 due Beginning of Class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marketing Plan Topics Due (Brief Write up) Beginning of Class</td>
</tr>
<tr>
<td>September 30</td>
<td>Monday</td>
<td>Group 3 – Brief and Class Presentation 1 Due Beginning of Class</td>
</tr>
<tr>
<td>October 7</td>
<td>Monday</td>
<td>Group 1 - Brief and Class Presentation 2 due Beginning of Class</td>
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<td>October 14</td>
<td>Monday</td>
<td>Group 2 - Brief and Class Presentation 2 due Beginning of Class</td>
</tr>
<tr>
<td>October 21</td>
<td>Monday</td>
<td>Group 3 - Brief and Class Presentation 2 due Beginning of Class</td>
</tr>
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<td>October 28</td>
<td>Monday</td>
<td>Group 1 - Brief and Class Presentation 3 due Beginning of Class</td>
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<tr>
<td>November 4</td>
<td>Monday</td>
<td>Group 2 - Brief and Class Presentation 3 due Beginning of Class</td>
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<tr>
<td>November 11</td>
<td>Monday</td>
<td>Group 3 - Brief and Class Presentation 3 due Beginning of Class</td>
</tr>
<tr>
<td>November 18</td>
<td>Monday</td>
<td>Marketing Plans Due Beginning of Class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marketing Plan Presentations</td>
</tr>
<tr>
<td>December 2</td>
<td>Monday</td>
<td>Marketing Plan Presentations (Continued)</td>
</tr>
<tr>
<td>December 9</td>
<td>Monday</td>
<td>Final Exam</td>
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